

In this unit

Grammar

- future in the past
- emphatic structures

Vocabulary

- consumer collocations
- compound adjectives formed with nouns
- suffixes (nouns 1)

Scenario

- Retail revamp

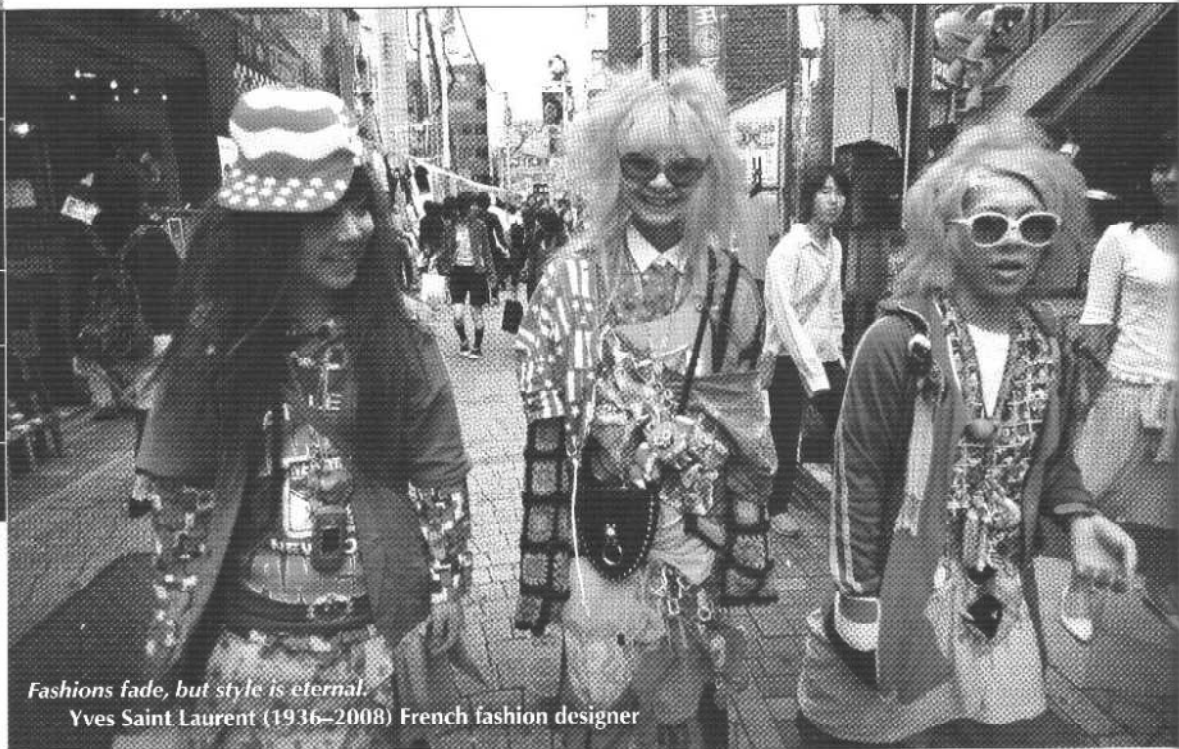
Study skills

- reading complex texts effectively

Writing skills

- summarising

5.1 GLOBAL CONSUMERISM



Fashions fade, but style is eternal.
Yves Saint Laurent (1936–2008) French fashion designer

SPEAKING

1 In small groups, discuss the following statements with a partner. Are they true for you? Why / Why not?

- 1 I hate shopping.
- 2 Most of my favourite possessions are things that I've bought for myself.
- 3 I rarely buy things 'on impulse' simply because I like them.
- 4 It's really important to have a lot of branded goods.
- 5 I think people in my country are very materialistic.

READING

2 Read the information for a radio series. Name three aspects of global consumerism the programmes will explore.

3 In which of the four programmes might we hear about the following?

- 1 the effects of consumerism on demographic changes
- 2 the link between people's identities and their purchases
- 3 people who are fond of products from an earlier period of time
- 4 narrowing the gulf between the 'haves' and the 'have-nots'
- 5 consumerism that is not simply an urban phenomenon
- 6 consumerism as a recent phenomenon
- 7 consumer education

LISTENING

4a **1.25** Listen to this extract from the programme about Japan and answer the questions.

- 1 What evidence is given to support the idea that Japanese people 'love brands'?
- 2 Why do brands have such value in Japan?
- 3 What happened in Japan between the end of the Second World War and the mid-1990s?
- 4 Why have young women been the single most influential group of consumers in recent years, and why is this considered a problem?
- 5 Do Japanese people think there is a solution to this problem? And if so, what is it?

4b Discuss the following questions with a partner.

- 1 What do you think will happen to Japanese consumer society in the future?
- 2 What is the most interesting piece of information you have learned about consumerism in Japan?
- 3 Which of the other three programmes would you most like to listen to? Why?

VOCABULARY: consumer collocations

5a Which of the words in the box form common collocations with *consumer*?

consumer choice

| | | | |
|----------|-------------|----------|------------|
| advice | boom | choice | confidence |
| demand | desire | goods | issues |
| pain | price index | products | society |
| spending | trends | watchdog | wish |

5b Use the collocations from Exercise 5a to complete these sentences.

- 1 A _____ makes sure consumers are treated fairly and that products are safe.
- 2 The _____ was followed by a severe downturn.
- 3 With so many models on the market, good _____ is essential.
- 4 We've all heard of the _____, but what does it mean? Well, it's one in which buying goods and services is considered to be very important.

SPEAKING

6 Work in two groups, A and B. Read the information below. Plan your argument, then have a debate.

Group A: You belong to a pressure group that wants people in your country to be less materialistic in the future. Think of some reasons why your country should be less of a consumer society in the coming years.

Group B: You know that there is a powerful pressure group that wants your country to be less materialistic. Think of some reasons why your society should be – or should continue to be – a consumer society in the future.

Global consumerism



This special four-part series investigates consumer trends around the world. What can they tell us about the mindsets of different countries? We visit Germany, Botswana, India and Japan and find that what people buy defines, to an ever greater extent, who they are or who they would like to be. But what's driving our passion to consume? And does it increase our fulfilment?

India In the first programme of this series looking at consumer issues around the globe, we focus on the gap between rich and poor, and how it could be bridged by the construction of new shopping malls, not only in cities, but also in the countryside. In addition, we explore the relationship between the country's new consumerism and its people's mental health.

Germany This programme examines consumerism as a political statement in the former German Democratic Republic (East Germany). Consumer products from the period before the fall of the Berlin Wall in 1989 – and subsequent reunification with West Germany – are viewed with nostalgic appreciation, a phenomenon known as 'ostalgie'. Because life in the east of the country is now changing very quickly, there is a great appetite for products that evoke a more stable era.



Botswana This is the story of an emerging consumer society. Thanks to the discovery of diamonds in 1966 and a number of years of sound government, Botswana's economy is relatively healthy, creating a new breed of consumer. Yet credit and personal debt are major issues here. So who has responsibility for promoting sensible spending habits? Is it the job of schools, of the banks, or of religious organisations?



Japan In the last programme of this globetrotting series, we look into the reasons why this advanced consumer nation is obsessed with brands. Why is this the only country in the world where people trust brands so much they will buy a car without taking it for a test drive? We also see the impact of consumerism on the shrinking birth rate and on the family.



SPEAKING AND READING

1 In pairs, discuss the following questions.

- 1 What are your experiences or ideas of Paris?
- 2 What do you think of the clothes in the pictures?

2a What do you understand by the term 'haute couture'? Read the first paragraph of the magazine article and check your answer.

2b Read the rest of the article. Are the statements below true or false?

- 1 The importance of Paris in the world of fashion had nothing to do with the rulers of France.
- 2 The originator of haute couture was not French.
- 3 Haute couture is quite a wide-ranging term.
- 4 Companies do not expect to make money with haute couture.
- 5 More young people are buying haute couture.

3 In small groups, discuss the following questions.

- 1 Haute couture is variously referred to as an art, as a craft and as a business. Which of these three things do you think best describes haute couture?
- 2 What do you think the rules are that define whether something is haute couture? Check on page 166.
- 3 Why do you think the rich may be happy to show off their wealth these days?
- 4 Why do you think haute couture customers are getting younger?
- 5 Do you think Paris will maintain its position as a fashion capital? Do you think cities like Mumbai and Shanghai will be equally important in 20 years' time?

HAUTE

WHAT IS HAUTE COUTURE?

Haute couture refers to high-quality clothes, hand-made exclusively for a particular customer. The French words roughly translate as 'high fashion'. Haute couture is a craft and the techniques used can be very time-consuming. The clothes are made with great attention to detail and finish so that they are a perfect fit, even taking into consideration the customer's body stance.



ORIGINS OF HAUTE COUTURE

Paris had established itself as a leader in European culture in the time of Louis XIV, when the art, music, architecture and fashions of the court at Versailles were copied around the continent. With the accession of Napoleon III in 1852, Paris again became a fashionable imperial capital.

Around this time, two things happened that were to revolutionise fashion and would give birth to modern haute couture. One was the invention of a fast and efficient sewing machine. The other was the arrival in Paris of an English dressmaker, Charles Frederick Worth, who was to become the father of haute couture. Worth transformed the role of the dressmaker into that of an artist, a fashion designer. Initially, only his wife was going to wear his creations but they quickly became popular with Parisians. In 1858, he entered into a business partnership that enabled him to open his own shop, effectively founding the first true house of haute couture. Rich, fashion-conscious women flocked there from around the world and Worth produced garments for royalty (the French Empress Eugénie and Britain's Queen Victoria were clients) and for the families of business magnates.

GRAMMAR: future in the past

4a Look at the example from the text and complete the gaps in the rule.

Two things happened that were to revolutionise fashion and would give birth to modern haute couture.

We usually use past tense forms or _____ when we are referring to a point in the _____, but we want to describe an event that was still in the _____ at that time.

4b Find and underline examples of the 'future in the past' in the article.

4c Which of the forms you have found describe:

- a) something that happened later?
- b) something that did not happen later?

➡ Language reference and extra practice, pages 142–143

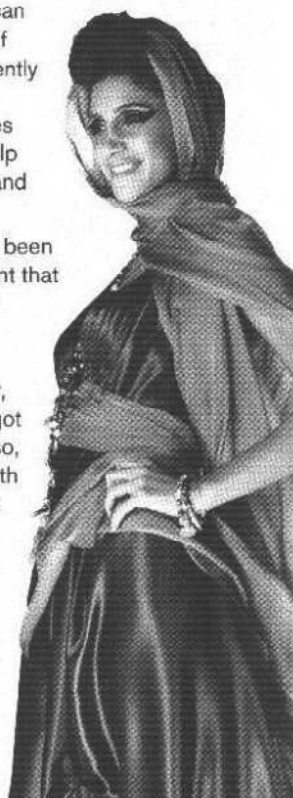
COUTURE

HAUTE COUTURE TODAY

The term haute couture now encompasses not only the clothes, but also the fashion designers and fashion houses. It is protected by French law and there are simple but strict rules about what is or is not haute couture.

This is an elite world with a customer base of only about 2,000–3,000 people. A simple dress can easily cost 50,000 euros yet, in spite of the high prices, haute couture is frequently unprofitable. Instead, it is used by the companies as a loss leader that enables them to build brand identity that will help them sell other products like perfume and lipstick to a mass market.

The demise of haute couture has often been predicted. 30 years ago, people thought that it was likely to disappear, as it was too expensive and too remote from most people's lives. Today, however, haute couture is thriving as the rich get richer, and there are more of them. 'If you've got it, flaunt it' seems to be their motto. Also, because of globalisation, extreme wealth is no longer confined to North America or Western Europe. Interestingly, the average age of customers is declining, too. All this means that it is not uncommon these days to find a 20-year-old Thai princess in the front row of a Paris couture show. Fans of haute couture argue that it is timeless, and that it will only die out when no one is interested in beauty or luxury.



5 Find suitable ways to complete the gaps in these sentences.

- 1 The famous supermodel was going to _____, but fell ill just a few hours before the show.
- 2 She struggled to make a living when she first arrived in Paris, but she would later _____.
- 3 No one realised it at the time, but it was to _____ advances of the modern era.
- 4 _____ Paris was certain to lose its position as the world's fashion capital.

6 Write some sentences about members of your family or about famous people, using the future in the past. Read your sentences to a partner.

My parents were going to emigrate to Argentina, but they changed their mind at the last minute. What happened was that ...

VOCABULARY: compound adjectives formed with nouns

7a Put the four adjectives below into one of the categories 1–4.

time-consuming high-quality
hand-made fashion-conscious

- 1 noun + adjective
- 2 noun + present participle
- 3 noun + past participle
- 4 adjective + noun

7b Now put these adjectives into one of the categories 1–4 in Exercise 7a.

eye-catching jet-black big-name world-renowned

7c Where could you use the words from Exercise 7b in the article? Find suitable places.

SPEAKING

8 In groups, discuss these questions.

- 1 How would you define luxury? What distinguishes luxury from ordinary?
- 2 Why is luxury important to people?
- 3 What kind of luxuries interest you most? Why?

WRITING

9 Write a brief description (about 100 words) of a luxury item you possess.



SPEAKING

- 1 In pairs, discuss the following questions.
- What do the pictures on this spread show?
 - What do you know about the arguments related to these controversial practices?

READING

2a Look at the newspaper headlines 1–6. What do you think each story is about?

- 'Lawsuit accuses fashion house of running sweatshops'
(New York Times)
- 'Fashion for size zero* fuels rise in eating disorders among models'
(The Independent)
- 'Discrimination on the ramp**?'
(The Indian Times)
- 'Green is the new black'
(The Guardian)
- 'Fur flies on the catwalk'
(The New Zealand Herald)
- 'Buy it, wear it, chuck it: the price of fast fashion'
(The Independent)

* size zero – the smallest clothes size in America

** ramp – the catwalk at a fashion show

2b Match the headlines (1–6) to the story extracts (a–f).

- Holding signs reading 'Burberry: Fur Shame' and chanting 'Fur is dead', three animal-rights ¹_____ took to the catwalk during the Burberry show at Milan Fashion Week.
- As many fashion houses do, Donna Karan International asserts that it should not be held responsible for wage and hour ²_____ committed by factories with which it contracts.
- The recent rise in such ³eco-_____ indicates that people want change ... the market shifted to accommodate neo-environmentalists' growing interest in green products and their need for variety and ⁴_____.
- The fashion industry's ⁵_____ with size zero could be driving an even bigger increase in eating disorders among models than previously thought.
- Growing demand for cheap clothes is putting an increasing social and environmental strain on the world, a report has said. It questions the ⁶_____ of the 'fast fashion' that is growing in ⁷_____.
- After the ⁸_____ 30 years back of black faces on catwalks, fashion in the first decade of the 21st century has turned relentlessly white.



VOCABULARY: suffixes (nouns 1)

3a Make nouns by combining the suffixes in the box with the words below.

-ability -ist -ity -ion (x2) -ness -ence (x2)

active conscious convenient emerge obsess
popular sustain violate

3b Complete the gaps in Exercise 2b with the nouns from Exercise 3a.

3c Think of more nouns with these endings.

LISTENING

4a 1.26 Listen to the opening of a radio programme about fashion and social responsibility and answer these questions.

- Which newspaper stories in Exercise 2b does the radio show refer to?
- Who do you think will defend the fashion business, Sarah or Diana?

4b 1.27 Who do you think will make these points? Listen and check.

- Monitoring conditions in suppliers' factories is not straightforward.
- Fashion companies aim to increase profits.
- Thin models have a negative influence on women's self-perception.
- Designers are artists who want to show their work in the best way possible.

5a Listen again and make notes on the arguments presented by Sarah and Diana.

5b Who do you think makes the strongest case overall? Who do you side with and why?

GRAMMAR: emphatic structures

6a 1.28 Inversion Complete these sentences from the radio programme. Listen and check.

- 1 ____ sooner has ____ attached one than he picks up the next from the thousands in the bag.
- 2 ____ do the audience realise ____ two models, the Ramos sisters, are missing today ...
- 3 At ____ time are ____ aware of the effect this fast fashion is having on the environment.

6b Answer these questions about sentences 1–3 from Exercise 6a.

- 1 What is unusual about the subject-verb word order after the opening phrases?
- 2 Why does sentence 2 above include the word *do*, while the others do not?

7 1.29 Fronting Complete these sentences from the radio programme. Listen and check.

- 1 Even ____ dangerous ____ the effect this has on the models.
- 2 ... damning ____ may have been, but ____ it certainly wasn't ...

8a 1.30 Cleft sentences Complete these sentences from the radio programme. Listen and check.

- 1 ____'s the enforcement of these rules ____ fashion chains have to focus on ...
- 2 It's ____ that kind of shallow change ____ I'm talking about ...
- 3 ____ the companies ____ is maximise their profits ...
- 4 ____ you need to do ____ change the whole approach of the industry towards body size.

8b Answer these questions about the sentences in Exercise 8a.

- 1 How many clauses are there in each sentence?
- 2 Look at the first clauses. Which ones concern the object of the verb in the second clause, and which concern the verb itself in the second clause?

8c Rewrite the sentences in Exercise 8a.

- | | |
|---------------------|----------------------|
| a) The industry ... | c) The companies ... |
| b) I am ... | d) You need ... |

➡ Language reference and extra practice, pages 142–143

9 Rewrite these sentences using emphatic structures.

- 1 The first designs were terribly dull. The second designs were much more vibrant.

The first designs were terribly dull. Much ...

- 2 The models at the party were all well-known. Kate Moss was the most famous of them all.

The models at the party were all well-known. Most ...

- 3 He has designed clothes for film stars and he has also opened stores all around the world.

Not ...

- 4 We mustn't use child labour under any circumstances.

Under ...

- 5 The press officer denied the accusation about the use of sweatshops.

It ...

- 6 People are concerned about the cost of a product, not its environmental impact.

It ...

- 7 The fashion industry encourages young girls to worry about their body size.

What ...

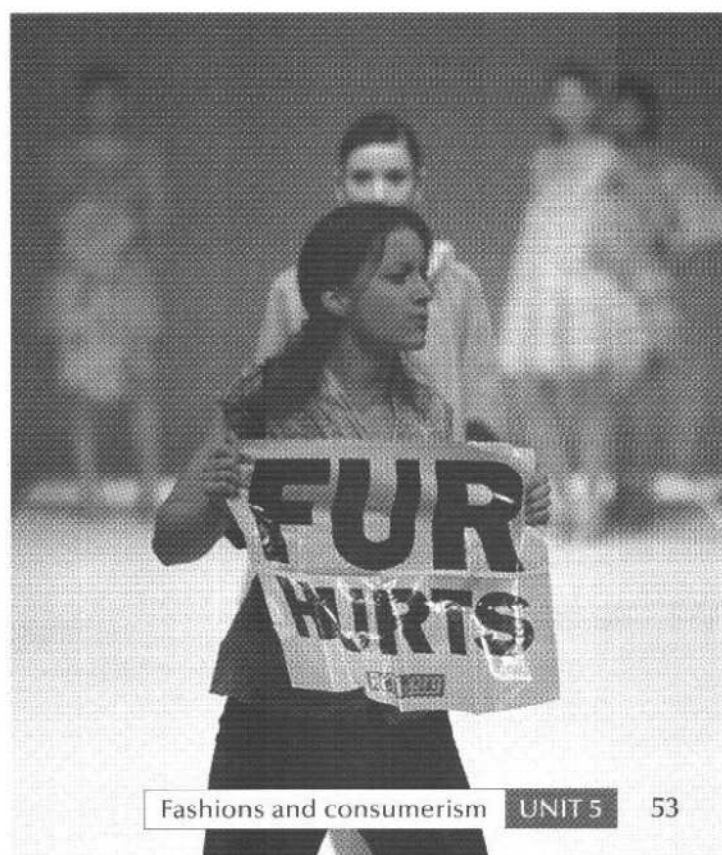
- 8 The designer created new styles out of organic materials.

What ...

SPEAKING

10 Work in small groups to debate these topics.

- 1 The fashion industry should be compelled to only use models that are of average body size.
- 2 The use of animal fur to make clothes should be banned.
- 3 Parents should not encourage children under 12 to choose their own clothes.
- 4 The customer is to blame for the increasingly throwaway consumer culture.



SPEAKING

- 1** In small groups, discuss the following questions.
- Which fashion and clothing stores are successful in your country? Why?
 - Are there any stores that are not doing very well? Why?
 - As a consumer, what makes you choose one store over another?
- 2** Look at the various business strategies below. Can you think of any stores which employ any of these strategies?
- Offering something for everyone.
 - Targeting a particular market, e.g. the fashion-conscious under 35s.
 - Having a low-price strategy:
 - a no-frills approach to store design and logo
 - a limited range compared to other stores
 - not stocking well-known brands
 - sourcing internationally from suppliers in developing economies
 - Having an up-market strategy:
 - fashionable, branded clothing and quality products
 - higher prices and renowned designers
 - providing a high quality in-store environment
 - Cutting costs by closing under-performing outlets.
 - Maintaining a strong store brand identity through logos and shop design.
 - Advertising widely and staging publicity events.
 - Having a wide product range, not just clothing.

SITUATION

All Seasons is a well-established clothing retailer with 50 stores in its home country and five stores abroad. In recent years, sales have been declining and the company is in danger of making a loss. Ten of the domestic stores are losing money, and the five stores abroad are breaking even. The company sells clothes for the general mainstream market, catering for men, women and children. Most of the stores also sell household products such as kitchenware, bed linen and vases. All products are in the medium to high price range. A store that was once the family choice now struggles to attract people into the shops and to provide the fashion that is desired. The board of directors are planning a recovery strategy.

- 3** **1.31** Listen to the CEO of All Seasons outlining the problems facing the company. Make notes on the main points from the consultant's report.

Three main areas:

1 Shops and Facilities

stores –
changing rooms –
tills –
customer service –
overall –

2 The Products

positive points –
look and design –
cost –
overall range –

3 The Market

current target market –
consultant's opinion –

Extra Points

Accessories –
Homeware –
CEO's main interest –
Finance –

KEY LANGUAGE: discussing hypothetical ideas

- 4a** **1.32** During the CEO's presentation, some of the directors discussed possible changes. Listen and complete the gaps in the extracts below.

- 1** _____ we did have a café, wouldn't that just reduce our sales space? And also, it'd mean that **2** _____ to have food storage and preparation facilities. Most of our stores are in restricted high-street locations, I'm not sure how feasible **3** _____.
- If we **4** _____ new designs by major designers, rather than use our own in-house designers, **5** _____ more up-to-date. Mind you, we'd need to produce the clothes quickly then, **6** _____ we'd still be behind the times.
- Just on that point, I was wondering if we **7** _____ an element of specialisation, rather than make a wholesale change.
- If we had a special range, say one for kids, but still **8** _____ a wide general range for customers, **9** _____ ourselves from other stores without losing our current customer base. **10** _____ a chance to market the special range and use this as a way to get people into our stores.
- I think a special range is an interesting idea, but surely **11** _____ be better to target one part of the market much more aggressively. Admittedly, **12** _____ mean taking a big risk and possibly losing some of our traditional customers ...

4b Now answer these questions.

- 1 Why do the speakers use this particular language in this kind of discussion?
- 2 Which words mean 'if' and 'if we didn't'?

TASK: developing a recovery strategy

5 Work in groups of four. You are on the Board of Directors for All Seasons. You are going to decide how to save the company. Before the meeting, prepare your ideas and review your notes from the consultant's report.

Student A: turn to page 159.

Student B: turn to page 160.

Student C: turn to page 162.

Student D: turn to page 163.

6 Hold the meeting and discuss the four different proposals. How can All Seasons become a destination store? Use the meeting guidelines above to help your discussion.

Meeting Guidelines

Target market?

Specialised ranges or complete change?

Store makeover: Appearance? Facilities?

Product range: Clothing – design, quality, price?

Homeware? New product lines?

Marketing: Advertising? Logo change?

Finance: Store closures? Redundancies?

OTHER USEFUL PHRASES

Making a proposal

I think the best way forward would be ...

There are several reasons why I think this.

Firstly, ... Secondly, ...

I've told you about ..., so let's move onto ...

To conclude, ...

Disagreeing

I think it'd be a mistake to concentrate on that.

I'm really not sure that'd be the best way forward.

I'd have to disagree with you on that, I'm afraid.



STUDY SKILLS: reading complex texts effectively

1 Look at the title of the article and read the first paragraph. Answer the following questions.

- 1 What type of text is this?
- 2 What are the key words in the title?
- 3 What are the two things you learn about youth culture?

2a Building an overview Read the text quickly and follow the points below.

- Read to find the main topic **only** of each paragraph. (This will often be given in the first sentence of a paragraph.)
- Make a note of the main topic of the paragraph.

2b Look at your overview notes from Exercise 2a. Which paragraphs are closely connected?

3 Use your overview notes to identify in which paragraph you might find information about:

- 1 Hip-hop culture no longer being an urban phenomenon
- 2 People's earnings increasing in the late 1940s
- 3 Punk influencing the wider fashion industry

4 Reading for detail Pay attention to complex noun phrases and reference words. Identify the following noun phrases and references in the text.

- 1 The subject of 'is' (line 2)
- 2 The object of 'led' (line 7)
- 3 'with which' (line 12)
- 4 'them' (line 17)
- 5 'this' (line 30)
- 6 The subject of 'is' (line 46)

5 Read the whole article in detail and add notes about the key points to your overview notes. Identify the supporting points and argument that connect to the topic of each paragraph. Compare your notes with a partner's.

6 How would you describe the relationship between youth culture and mainstream fashion in your country? Are there any distinct youth sub-cultures?

COMMERCE, PUNK AND HIP-HOP: THE EMERGENCE OF YOUTH CULTURE AND ITS RELATIONSHIP TO THE MAINSTREAM

Whilst the existence of distinct styles of fashion and music that are associated with young people is undoubtedly an important feature of the Western world, it has not always been so. With regard to clothes, for example, for most of history, young people could only choose from mainstream adult fashions as that was all that existed. (Rouse)

- Significant economic developments after 1945 led directly to young people making their own decisions concerning taste and style. Principally, there was a huge demand for labour which led to an elevation in salary levels, particularly for young people, who then had relatively large amounts of disposable income with which they could enjoy their lives in the period between school and marriage. (Abrams p.9)

- This increase in disposable income meant that these young people became an identifiable consumer market and many industries, such as television, fashion and music, produced goods and services that were directly aimed at them. In a sense, youth culture was defined by the products that were produced specifically for young people by industry and commerce.

- However, not all types of youth culture develop in this way. Whilst much of youth culture has been a result of commercial activity, there are undoubtedly smaller sub-cultures which are stylistically innovative and which are created by the young people themselves. Punk and hip-hop cultures illustrate this, and also reveal further connections between mainstream society and youth culture.

- The punk culture of 1970s England may be seen as a direct reaction by young people against the intense commercialisation of youth fashion and music. This sub-culture was not the result of the commercial targeting of the young by industry, rather it was created independently by young people. However, punk culture went on to form a different connection with the mainstream culture when its style was adopted by the fashion industry, such that models had green hair, clothes were ripped and cosmetics companies sold make-up in vivid colours. (Rouse).

- This adoption of an innovative youth sub-culture by the mainstream culture is also present in the historical journey of hip-hop culture. Rap music and an urban look of baggy jeans, sports shoes and baseball caps, emerged from a very specific social and geographical sphere, namely the young black culture of inner city North America. Yet, this specific style has now spread amongst young people of all races across the world, from Boston to Beijing, and is as much suburban as it is urban. This has occurred because of the direct marketing of this specific sub-culture to the wider youth market by companies on a global scale to substantially increase their profits. For example, in 1992, MTV launched a music show entitled 'Yo! MTV raps', and, by 1993, 80 percent of teenagers 'favoured the [Hip-hop] style'. (Speigler p.447)

Thus, it can be seen that youth culture is directly connected to mainstream consumer culture, although this relationship is not as simple as may first be assumed.

WRITING SKILLS: summarising

7a Identifying main points You are going to summarise the article on page 56 in 150–200 words. Complete the flow chart for the first half of the article with the words in the box.

| | | |
|----------|---------|---------|
| adults | defined | feature |
| products | 1945 | spend |

Youth culture/style a ¹ _____ of Western societies →
 not always the case →
 young people wore same clothes as ² _____
 this changed after ³ _____ →
 young people had more money to ⁴ _____ as they
 wanted due to elevation of salaries →
 businesses targeted young people's disposable income
 by making special ⁵ _____ for them →
 youth culture ⁶ _____ by these products.

7b What information has been left out? Why?

8 Avoiding plagiarism As you make notes or a flow chart, it is important to use your own words in order to avoid plagiarism. Analyse the flow chart in Exercise 7a and identify language that has been changed from the original.

9 Rephrase the following ideas:

- 1 due to an elevation of salaries
- 2 disposable income
- 3 youth culture was defined by these products

10 Make a flow chart for the second half of the text. Compare your flow chart with a partner's. Have you left out similar pieces of information? How have you changed the language?

11a Compare the first sentence below with the first part of the flow chart in Exercise 7a, then with the original text. What are the differences? How many clauses does this sentence have?

While youth culture is a part of Western societies, this has not always been the case as, for a long time, young people only had adult clothes to choose from.

11b Change the rest of the flow chart for the first half of the text into two or three sentences. Use linking words such as *however*, *as*, *consequently*. Compare your sentences with a partner's.

11c Complete the full summary of the text, using the flow chart you made in Exercise 10.



Technology and change

In this unit

Grammar

- the passive
- causatives

Vocabulary

- technology words
- dependent prepositions
- idioms and phrasal verbs with *get*

Scenario

- A radio debate

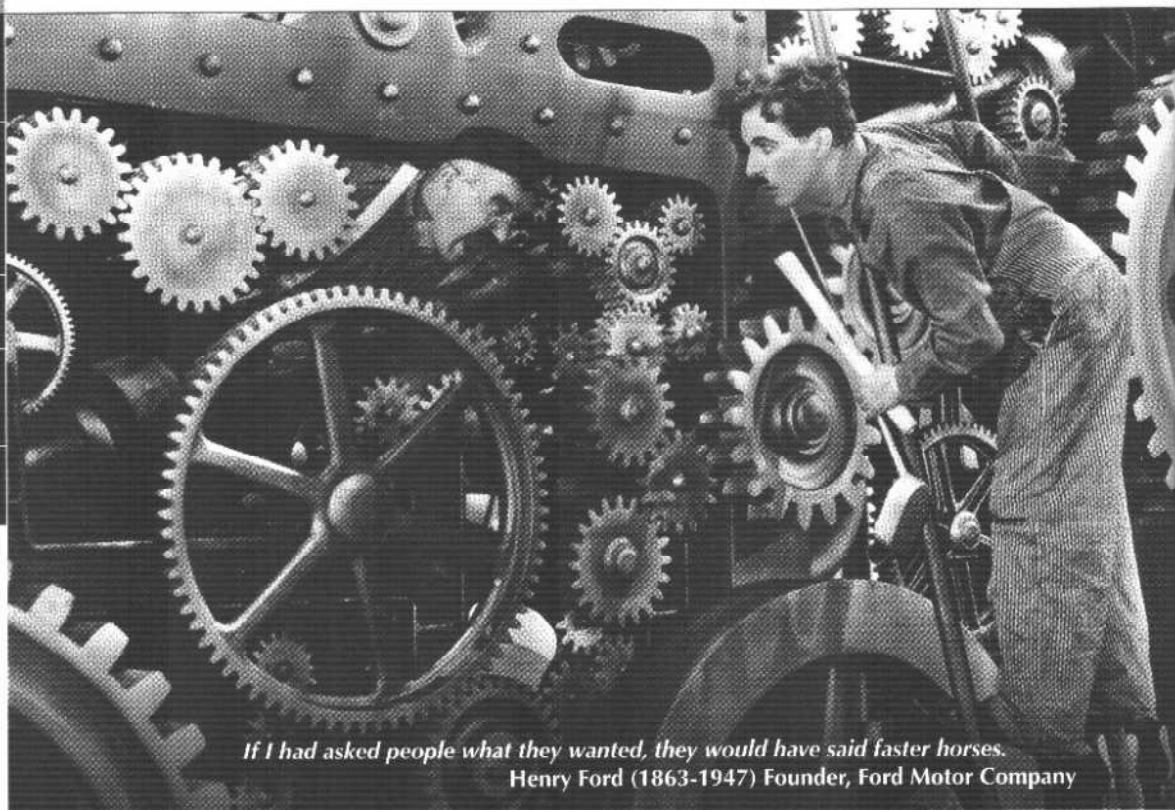
Study skills

- advanced dictionary skills

Writing skills

- a sales leaflet

6.1 ATTITUDES TO TECHNOLOGY



If I had asked people what they wanted, they would have said faster horses.

Henry Ford (1863-1947) Founder, Ford Motor Company

SPEAKING AND READING

1 In pairs, discuss the following questions.

- 1 What do you understand by the word 'technology'?
- 2 How have advances in technology affected your working/studying and social life?
- 3 What kinds of advances would you like to see in the next 20 years?
- 4 Is the latest technology always an improvement? Can you give any examples when it hasn't been?

2 Do the technology quiz on page 169 and then check your answers on page 166.

3 Do you think we rely on technology too much? Why / Why not? Discuss with a partner.

4 Which item of technology do you think is the most:

- a) important?
- b) useful?
- c) controversial?
- d) unpopular?
- e) pointless?

VOCABULARY: technology words

5a Put the adjectives in the box below under the correct heading.

out-of-date up-to-date

behind the times cutting-edge ground-breaking
innovative new-fangled obsolete old-hat
outdated outmoded pioneering redundant
retro revolutionary state-of-the-art

5b Which two adjectives from the box are more informal than the others? Use a dictionary to help you.

5c Complete each sentence using a suitable adjective from the box. There may be more than one possible answer.

- 1 I don't understand those _____ phones. I just want something simple that I can call people on.
- 2 That device was _____ before it even went on the market. Nobody uses them any more.
- 3 This really is a _____ development. It will change the way we communicate for ever.
- 4 It's not exactly _____ technology, but it's still a pretty useful piece of equipment.

READING

6a Read the message board opinions and answer the questions below.

- Which of the people are for / against / undecided about the question?
- Which points do you agree / disagree with? Which is closest to your own point of view?

6b Summarise each person's argument in one sentence.

7 What do you notice about the way the writers on the message board express their opinions? Is the style:

- formal or informal?
- subjective or objective?
- well-structured or disorganised?
- emotional or unemotional?

8a Find examples of the following in the message board texts.

- rhetorical questions
- colloquial language

8b What other stylistic features do you notice? Why do you think they are used?

9a Complete the following with the correct preposition. Look back to the message board to check your answers.

- What does a fear of technology stem _____ in your opinion?
- Which item of technology has had the biggest impact _____ your / your parents' life?
- Has the rise _____ the popularity of social networking sites resulted _____ better understanding between men and women?
- Does technology contribute _____ the happiness of mankind?
- Is the expansion _____ robot technologies a good thing?
- Do you think technological advances will lead _____ people living on other planets?

9b Discuss your answers with a partner.

WRITING

10a Write your opinion for a message board on the following question.

Have technological advances had a positive effect on people's lives in your country?

10b Exchange your writing with a partner and write a response.

Welcome
Web Search

Views and Insight – message board – have your say- TODAY!

Technology
News
Maps

Browse

Have technological advances had a positive impact on peoples' lives?

 All the really fundamental changes have been connected to advances in technology. Think about all the lives which have been saved due to breakthroughs in, for example, medicine. And what about the general extended life expectancy? What about transport and communication? Some people have always been anti-technology. There are always dramatic changes going on, especially now, in terms of communication. The Internet is amazing and has had an awesome effect on people's lives. Sven

 It's true, technology has altered people's lives but I'm not sure it's been for the better. A lot of stress stems from the fact that technology speeds everything up in our already fast paced world. We're now reachable 24 hours a day and we expect instant answers, and this impacts on people's work/life balance. There are also the dehumanising effects of technology – we've become slaves to machines. What about the dangers of things like GM crops – or 'Frankenstein foods'? It's dangerous to mess about with nature. Advances in technology breed laziness and contribute to a sedentary lifestyle. Look at all those kids who would rather play a computer game than kick a ball around. Jose

 Technology can fix all society's problems. Even during wars there's a great impetus for technological development. Cars which cause pollution resulting in global warming are now being superseded by hybrid and electric ones. They will reduce the carbon footprint. BTW, those of you who think technology is so bad: WHY ARE YOU USING THE INTERNET TO TELL US THIS?!! Andrea

 Technology is a double-edged sword. There have been radical changes brought about by inventions like the telephone, car and the Internet. But, the important thing is that control of technology is power. It's the way it is used which is important. For example, some technological advances are not always used in a good way. What about the rise in cosmetic surgery, artificial intelligence, cloning, designer babies, people living forever? Where's technology taking us? This, together with a move towards an ever-greater reliance on technology is leading us to a nightmare vision of the future. Arwa

 Technology has a lot to answer for. Never mind improving people's lives, it accounts for the increase in pollution and exploitation. Lots of people are killed in wars because of so-called technological advances. As for the expansion of access to the Internet, there are millions of people in the world who haven't even made a phone call yet!! There's a real digital divide. Technological advances because of their uneven distribution actually have a negative effect on people's opportunities. Major technological change is basically destroying the planet. I doubt we can save it in time. It's really all about greed. I guess this is more to do with human nature rather than technology itself, though. Jane

READING

1 In groups, rank the following in terms of how much they have changed the world:

the printing press, electricity, antibiotics, mobile phones, the Internet

2 Work in groups of three. Read one of the articles and explain what the technology is to your group.

3 Read the other two articles and answer the following questions.

- 1 What is 93 million miles away?
- 2 Will people pay more or less attention to their doctor?
- 3 How do you change the DNA in a cell?
- 4 Why do you think the writers use the underlined words?

4 What do the following words or phrases from the articles mean?

- 1 at peak oil
 - a) at the highest level of oil production
 - b) at the highest price for oil
- 2 arrays
 - a) groups of buildings
 - b) collections of solar panels
- 3 by trial and error
 - a) by making lots of mistakes over time
 - b) by testing different methods in order to find the most suitable one

5 Match the words 1–8 from the articles to their definitions a–h.

- | | |
|----------------|--------------|
| 1 aspiration | 5 trait |
| 2 radiant | 6 hunch |
| 3 profound | 7 synthetic |
| 4 commensurate | 8 chromosome |
- a) having a strong influence or effect
 - b) a strong desire to have or achieve something
 - c) heat or energy sent out in the form of waves
 - d) a particular quality in someone's character
 - e) matching something in size, quality or time
 - f) a feeling that something is true or will happen
 - g) a part of every living cell that contains our genes
 - h) produced by combining different artificial substances

6 Each author makes a strong claim. What is it, and do you agree?

7 In your groups, discuss which of the three ideas will change the world the most.

Ian McEwan

Author

By nearly all insider and expert accounts, we are or will be at peak oil somewhere between now and the next five years. Even if we did not have profound concerns about climate change, we would need to be looking for different ways to power our civilisation. How fortunate we are to have a safe nuclear facility a mere 93 million miles away and fortunate too that the dispensation of physical laws is such that when a photon strikes a semiconductor, an electron is released. My hope is that architects will be drawn to designing gorgeous arrays and solar towers in the desert – as expressive of our aspirations as medieval cathedrals once were. We will need new distribution systems too, smart grids – perfect Rooseveltian projects for our hard-pressed times. Could it be possible that in two or three decades we will look back and wonder why we ever thought we had a problem when we are bathed in such beneficent radiant energy?



GRAMMAR: the passive

8a Find and underline all the passive forms in the articles.

8b Now say which tense each passive is.

9 Read the uses of passive (a–g) and match them with the samples (1–7).

- a) The agent is obvious.
 - b) The agent is unimportant or we don't know who the agent is.
 - c) If the subject of a sentence is long, we often make the verb passive so that the long phrase comes at the end.
 - d) We often make a verb passive so that new information comes at the end.
 - e) We want to avoid mentioning the agent (so as not to blame someone, or avoid responsibility).
 - f) We want to focus on issues rather than on the people involved, especially in scientific and academic English.
 - g) We are describing rules and procedures.
- 1 The technician was sacked yesterday.
 - 2 The final chapter sums up all the issues that have been discussed throughout the book
 - 3 The trainees were impressed by the brand new state-of-the-art laboratory on the ground floor.
 - 4 Penicillin is one of the most widely used antibiotics. It was discovered by Alexander Fleming in 1928.
 - 5 Mistakes were made.
 - 6 The research will be carried out next year.
 - 7 Safety glasses must be worn in the laboratory at all times.

➡ Language reference and extra practice, pages 144–145

Steven Pinker

**Psychologist and author**

This past year saw the introduction of direct-to-consumer genomics. A number of new companies have been launched. You can get everything from a complete sequencing of your genome (for a cool \$350,000), to a screen of more than a hundred disease genes, to a list of traits, disease risks, and ancestry data. Here are some possible outcomes: personalised medicine, in which drugs are prescribed according to the patient's molecular background rather than by trial and error; an end to many genetic diseases; cafeteria insurance (where you choose your own level of cover) will no longer be viable for insurers if the highest-risk consumers can load up on generous policies while the low-risk ones get by with the bare minimum; the ultimate empowerment of medical consumers, who will know their own disease risks and seek commensurate treatment, rather than relying on the hunches and folklore of a paternalistic family doctor.

Craig Venter

**Scientist**

We have now shown that DNA is absolutely the information-coded material of life by completely transforming one species into another simply by changing the DNA in the cell. By inserting a new chromosome into a cell and eliminating the existing chromosome all the characteristics of the original species were lost and replaced by what was coded for on the new chromosome. Very soon we will be able to do the same experiment with the synthetic chromosome. We can start with digitised genetic information and four bottles of chemicals (the four nucleotides of the genetic code) and write new software of life to direct organisms to do processes that are desperately needed, like create renewable biofuels and recycle carbon dioxide. As we learn from 3.5 billion years of evolution we will convert billions of years into decades and change not only conceptually how we view life but life itself.

10 In pairs, look at the text below and choose five places where the passive might be more appropriate.

Areha is a good example of a new town. In 1967, Eduardo Raffo designed it. The huge empty spaces and beautiful green landscapes delighted him. The Areha Development Corporation hired Raffo at the start of the project, but in 1969 they sacked him and appointed a young Italian designer instead. The authorities formally designated Areha a new town on 2 February 1972. Areha prospered for many years, but many changes have happened since the recent recession. The two main engineering companies closed down last year. However, the planners deliberately located Areha at a point equidistant from four large towns, and people expect it to recover quickly once the recession is over.

SPEAKING

11 In groups, discuss the following questions.

- 1 How has the world been spoilt by technology?
- 2 What has been lost due to technological change?
- 3 How has culture been affected?
- 4 Do you think technological innovation is/has been dominated by men?

WRITING

12 Write a short paragraph on the following question.

What technology will change the world the most in the next ten years?

Ten years in:

How Google raced ahead



Much of Google's success derives from a business strategy which CEO Eric Schmidt has described as 'ubiquity first, revenues later'. What is the secret behind Google's capacity to innovate successfully? Commentators frequently mention the freedom Google gives to its staff to work on projects of their own choosing, and the fun atmosphere created at the company's headquarters.

READING

1 In groups, discuss what you know about Google.

2a Predict whether the following statements about Google are true or false.

- Google staff spend half their time on their own ideas and initiatives.
- Google is successful because it carries out extensive market surveys.
- All Google staff have to assess ideas submitted to the 'suggestion box'.
- Google takes great care when hiring new staff.

2b Read the article to check your answers.

3 How does Google encourage innovation?

4 Complete the gaps in the sentences with the words in the box.

enhancement infrastructure initiative
innovation magnitude

- There has been a lot of _____ in the teaching of Information Technology recently.
- The earthquake has badly damaged the region's _____. All the basic systems and services such as transport and power supplies have been affected.
- These mistakes will not lead to the _____ of our company's reputation.
- You need to have a lot of _____ to do this job. You have a lot of responsibility.
- I don't think you understand the _____ of the problem. This is going to take months to sort out.

'People in Google have up to 20 per cent of their time to 'play' with ideas and initiatives which might be of interest to the customers,' explains Phil Anderson, a client director at Ashridge Business School. 'There is also a wonderful physical environment – the Googleplex – where people are provided with free food, coffee and 'play areas'.' Google staff say that typically half of all new products and features result from 'personal project' time.

However, this is not the only way Google promotes innovation. Another key component is Google's technology platform. Tom Davenport, a professor of information technology and management at Babson College in Massachusetts, explains that this infrastructure 'allows Google to rapidly develop and roll out services of its own or its partners' devising'.

The emphasis, he adds, is 'not on identifying the perfect offering, but on creating multiple potentially useful offerings and letting the market decide. There is no need for Google to do market surveys to forecast trends: the information is in Google's database.'

Richard Hunter, a group vice-president at Gartner and Gartner Fellow, says that most companies ask, 'What information do we need to run the business?' But Google asks, 'How can we get our hands on every piece of information in the world – never mind if we do not know what to do with it all right now?'

Davenport thinks that 'while few organisations can match the magnitude of Google's infrastructure investments, many could create reusable software components, bake them into its infrastructure, and make them accessible to the enterprise – or to members of the extended enterprise who might be inspired to use them in building and delivering their own applications.'

Google has taken the 'suggestion box' a step further, by encouraging staff to submit ideas and allowing colleagues to comment on and rate them. Staff can also submit code for projects being run by other teams – such as a feature enhancement – without asking permission, and have the code incorporated into the testing process.

One of the reasons Google is able to put this much trust in its employees is that it recruits very carefully and continues to manage them in ways that encourage innovation.

5 Find and underline nouns in the article which combine with the words below to make common collocations.

- | | |
|---------------|--------------|
| 1 business | 4 market |
| 2 physical | 5 software |
| 3 information | 6 suggestion |

6 Discuss the following:

- Would you like to work at Google? Why / Why not?
- What sort of working environment encourages innovation?

LISTENING

7 2.1 Listen to somebody talking to a careers advisor. Answer the following questions.

- 1 Why was he made redundant?
- 2 Why was he upset about the way he was made redundant?
- 3 What advice did the advisor give him?

VOCABULARY: idioms with get

8 Complete the gaps in the sentences using the idioms (1–5) below. You will need to make some changes to the idioms first.

- 1 get somebody down
 - 2 get on somebody's nerves
 - 3 get the hang of something
 - 4 get on like a house on fire
 - 5 get off to a flying start
- a) Peter is really struggling with the new technology. He just hasn't _____ yet.
 - b) My boss has an annoying voice. It really _____.
 - c) The computer support guy is really helpful and friendly. We _____.
 - d) We went on a team building course and our team _____. We completed the first task ahead of all the other teams.
 - e) I know this technology course is frustrating, but don't let it _____.

GRAMMAR: causatives

9a 2.2 Listen and complete the following extracts.

- 1 I had an interview and then they _____ leave the building immediately.
- 2 I wasn't _____ clear my desk.
- 3 They didn't even _____ me say goodbye to my staff.
- 4 Apparently, they'd even _____ all the locks _____.

9b Now answer the questions.

- 1 Which sentence means someone employs someone else to do something?
 - 2 Which sentence means someone forces someone else to do something?
 - 3 Which sentence means someone permits or doesn't permit someone else to do something?
 - 4 Which verb do we use instead of *let* in the passive?
- ➔ Language reference and extra practice, pages 144–145

10a Read the following pairs of examples and answer the questions.

- 1 In which sentence is the emphasis on the fact that Ali was responsible for arranging the action, a or b?
a) Ali's apartment was redecorated last week.
b) Ali had his apartment redecorated last week.
- 2 In which sentence is the emphasis on having an experience rather than on arranging the action, c or d?
c) Nadine had her car stolen at the weekend.
d) Nadine had her car repaired at the weekend.

10b Answer the following questions.

- 1 Which sentences above (a–d) are causatives?
- 2 Which sentence is passive?
- 3 Which sentence is the non-causative use of 'have something done'?

GRAMMAR TIP

In informal / spoken British English *get* is used to express causatives.
I got my hair cut this morning.

11 In pairs, ask and answer questions using the prompts below.

| | | | |
|-------|-------|------|--------|
| car | hair | cut | change |
| lawn | tyres | mend | paint |
| house | clean | fix | |

- A What have you done to your hair?
B I had it cut.

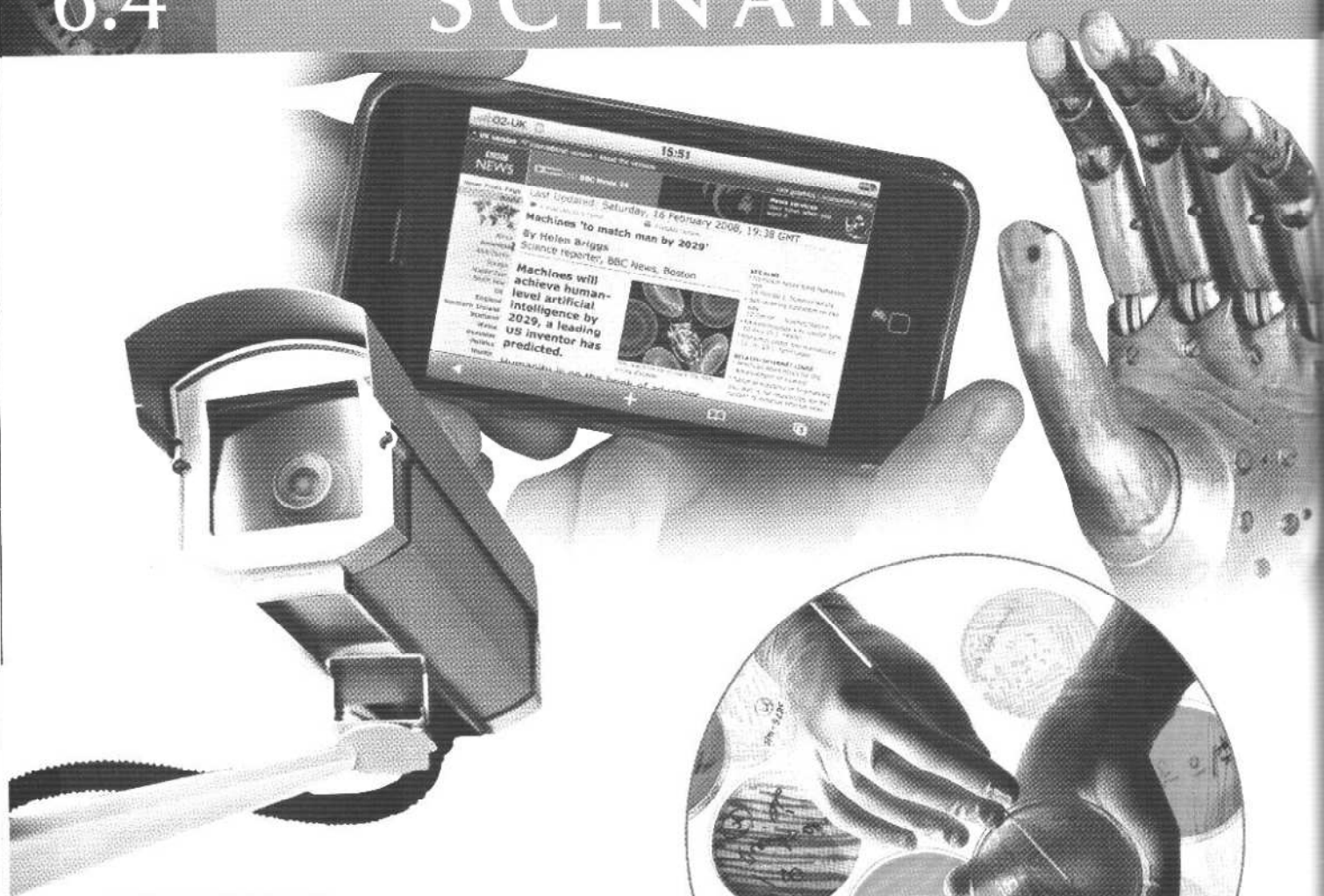
SPEAKING

12 In groups, answer the following questions:

- 1 What positive and negative changes (moving house, moving to another country, changing school, losing / changing your job, etc.) have you had in your life?
- 2 What changes do you expect to have to make in the future?

I wasn't allowed to travel on my own until I was 18. When I was 18 my parents let me go to a summer school in Australia and that changed my life.

I was made to change school when I was 16 and I really found it difficult to make new friends.



SITUATION

A radio station has a weekly programme called 'Science and technology'. The station has organised a competition based on the theme of 'modern technologies'. Listeners were invited to write a short paragraph in response to the following debating topic:

The modern technology that has brought the most benefits to mankind and will continue to do so is ...

Listeners completed the statement with their chosen technology. Four of the listeners' responses have been selected by the programme organisers. The writers of the responses will now take part in a radio debate. They have been asked to present the case for their technology and to defend their arguments before a studio audience. At the end of the programme, there will be a vote and the winner will receive a cash prize.

The four topics for the debate are:

Electric cars

Genetic testing

Robot technology

Surveillance technology *

*(CCTV cameras, telephone tapping, speed cameras, etc.)

1 Read the situation. In groups, discuss what you know about each of the topics.

2 To help candidates prepare for the debate, the programme organisers have sent them an audio presentation about mobile phones. The presenter puts the case for mobile phones and answers questions from the audience. Work in small groups and discuss the following questions:

- 1 What arguments do you think the presenter will use to persuade her audience that mobile phones have brought the greatest benefits to mankind?
- 2 What criticisms of mobile phones do you think the audience will make?

KEY LANGUAGE: using persuasive language, giving examples, conceding criticism

3a 2.3 Listen to Part 1 of the presentation and answer the following questions.

- 1 Why does the speaker mention the figure 4 billion?
- 2 What reasons does she give to persuade her audience that mobile phones are 'an extraordinarily versatile piece of equipment'?

3b Listen again and complete the gaps in the sentences.

- 1 I think the facts speak for themselves, _____?
- 2 The total number of mobile phone subscriptions _____. Yes, 4.1 billion...
- 3 I'm sure _____ mobile phones are an _____ piece of equipment.
- 4 It's _____ what this small electronic _____ can do.
- 5 I'd like to give you just one other _____ example of the use of mobile phones.

3c Which of these techniques are used in sentences 1–5 above?

- a) repeating a word or phrase
- b) using an emotive adjective
- c) using a rhetorical question
- d) giving an impressive statistic
- e) appealing to the audience

3d Read Track 2.3 on page 178 and find other examples of the persuasive techniques above.

4a 2.4 Listen to Part 2 and answer the questions.

- 1 What counter-arguments does the speaker use to deal with the following criticisms?
 - a) Mobile phones often annoy people.
 - b) They cause problems when drivers use them.
 - c) People may have allergic reactions.
 - d) The radiation from mobile phones is harmful to users.
- 2 What other benefits of mobile phones can you think of in addition to the ones mentioned in the presentation?

4b Read Track 2.4 on page 178. Underline:

- 1 the expressions the speaker uses to concede arguments.
- 2 the expression she uses to introduce her most persuasive argument.
- 3 the rhetorical question she asks to persuade her listeners that mobile phones are indispensable.

TASK: participating in a debate

5a Work in groups of four. Each group chooses one of the modern technologies on page 167. Structure your presentation using the following points.

- what the technology is
- what its uses are
- what criticisms have been made of the technology
- what the technology's benefits are
- conclusion

5b In your groups, take turns to present the case for your chosen technology and answer questions from the other members of the group.

5c As a group, decide which technology has been most beneficial to mankind. You cannot vote for the technology you presented in the debate.

OTHER USEFUL PHRASES

Persuading

There's no doubt that ...
It's undeniable that ...
Surely / Clearly / Obviously...
No one can dispute the argument that ...
I'm sure you can all agree that ...

Conceding points

I accept that ...
There may be some truth in the argument ...
It's true that...
However ...
There is an argument that ...
To some extent this is true, but ...



STUDY SKILLS: advanced dictionary skills

1a Dictionaries can help you to find the meaning of a word, but they can also help you in many other ways. In groups, discuss the various ways in which a dictionary can help you.

1b What are the advantages of using a monolingual dictionary? Are there any disadvantages?

2a **2.5** Claudia and Mina are talking in the college canteen. Claudia has just bought a new dictionary. Listen to the conversation and tick the features of the dictionary mentioned.

Claudia says that in her dictionary, you can find out:

- 1 the part of speech of words
- 2 how words are spelled
- 3 the American term for a British word
- 4 how a word is pronounced
- 5 if a noun is countable or uncountable
- 6 the meaning of idioms and phrases
- 7 how important a word is
- 8 the grammar of a word
- 9 what words are often used with other words.

2b Listen again and answer the following questions:

- 1 Which section of Claudia's dictionary will help students to use it effectively?
- 2 Where can you find out if a noun is countable or uncountable?
- 3 How does the dictionary show that a word is used frequently?
- 4 Why does Claudia particularly like the dictionary?

3 Look at the extract from the Longman Dictionary of Contemporary English for the word 'plug'. Answer the questions.

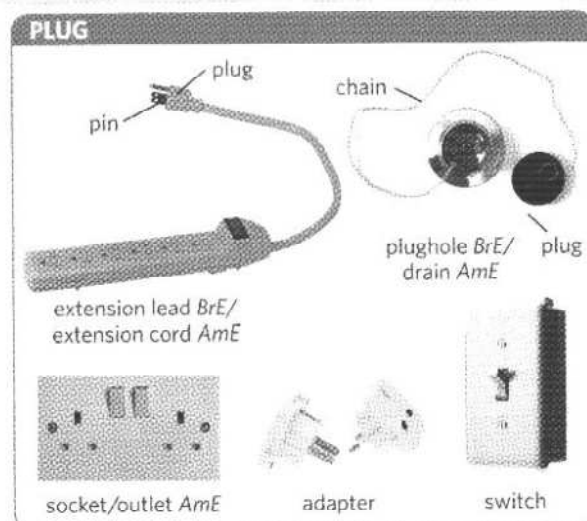
- 1 In this extract, what part of speech is **plug**?
- 2 How common is the noun **plug** in spoken English?
- 3 Is the noun **plug** countable or uncountable?
- 4 How is **plug** pronounced?
- 5 Which meaning of the word **plug** is being used in this example?

My car won't start. I think the plugs are damp because of the heavy rain.

- 6 What expression means that someone won't give you more money for your project?
- 7 According to the extract, what must you do to continually improve your English?

- 8 Why would someone in Britain use a **plug** to put a framed painting on the wall?
- 9 What does it mean if someone says, 'He was **plugging** his new book in the TV interview'.
- 10 What is the American English word for **plug**?

4 Work in pairs. Ask each other more questions about the dictionary entries for 'plug'. The first person to get five correct answers is the winner!



plug ⁹³ /plʌg/ n [C]

1 ELECTRICITY a) a small object at the end of a wire that is used for connecting a piece of electrical equipment to the main supply of electricity: *The plug on my iron needs changing.* | *an electric plug* b) especially BrE informal a place on a wall where electrical equipment can be connected to the main electricity supply **SYN** socket, outlet AmE

2 BATH a round flat piece of rubber used for stopping the water flowing out of a bath or sink: *the bath plug*

3 ADVERTISEMENT informal a way of advertising a book, film etc by mentioning it publicly, especially on television or radio: *put/get in a plug (for sth)* *During the show she managed to put in a plug for her new book.*

4 IN AN ENGINE informal the part of a petrol engine that makes a SPARK, which makes the petrol start burning **SYN** spark plug: *Change the plugs every 10,000 miles.*

5 pull the plug (on sth) informal to prevent a plan, business etc from being able to continue, especially by deciding not to give it any more money: *The Swiss entrepreneur has pulled the plug on any further investment in the firm.*

6 TO FILL A HOLE an object or substance that is used to fill or block a hole, tube etc: [+of] *You can fill any holes with plugs of matching wood.* → **EARPLUG**

7 FOR HOLDING SCREWS BrE a small plastic tube put in a hole to hold a screw tightly

8 A PIECE OF STH a piece of something pressed tightly together: *a plug of tobacco*

(Longman Dictionary of Contemporary English – Fifth Edition)

WRITING SKILLS: a sales leaflet

5a Read the sales leaflet below. Then look up the following words and phrases in your dictionary. Find out as much information as you can about each one, e.g. pronunciation, part of speech, meaning, how it is used.

workout equipment testimonial
on the ball guarantee

5b In pairs, compare the information you have found in your dictionaries.

6 In small groups, discuss the following questions.

- 1 How does the writer get the attention of the reader?
- 2 What information in the first two paragraphs would be particularly interesting for readers and persuade them to read on?
- 3 How does the writer create desire in the minds of readers so that they feel they really need the equipment?
- 4 What evidence does the writer provide to back up claims that the equipment will make you fitter and healthier?
- 5 What methods does the writer use to persuade the reader to take action and buy the product?

7 Find and underline words/phrases in the leaflet which:

- 1 exploit the reader's desire
- 2 have a strong impact
- 3 are examples of collocations
- 4 are examples of persuasive language

8 Find four words/phrases in the leaflet which are formal and four which are informal.

9a **2.6** A company trainer is giving a talk to staff on writing a sales leaflet. Listen to Part 1 and answer the following questions.

- 1 What are the two main topics that the trainer covers in this part of the interview?
- 2 What does the acronym AIDA stand for?

9b **2.7** Now listen to Part 2. Note down the key points that the trainer makes in her summary. Then compare your points with a partner.

10 Write a sales leaflet for the surveillance product Eagle Night Vision Binoculars. The specifications are given on page 164.

Vibrant-Plate is an exercise plate which is designed to improve your fitness quickly, easily and more conveniently than a time-consuming workout at a gym or fitness centre.

Vibrant-Plate was developed in the United States by a famous trainer of Olympic athletes who worked together with scientists from Space Research to produce this revolutionary equipment for improving people's fitness.

The equipment's proven technology stimulates your muscles and tones up your body.

Your muscles generally contract once or twice a second, but when you stand on Vibrant-Plate, the vibrations cause your muscles to contract at a rate of 30 to 50 a second. So, you get a high-speed workout in a short time. It's the ideal solution for people who lead busy lives but want to keep fit.

Vibrant-Plate

Use Vibrant-Plate ten minutes each day and you will:

- Lose weight quickly
- Improve your health
- Be fitter and more energetic
- Feel and look younger
- Save time and money

unhappy about your weight?
want to be fitter?
more healthy?
look better?



Here is one of many testimonials that we have received:

"I've been using Vibrant-Plate for about six weeks now and I've already lost 8 pounds. I'm over the moon because I've tried so hard to lose weight in the past and failed. It's incredible! Now I look great and feel wonderful. I'm more self-confident, always on the ball at work and the life and soul of the party when I go to discos. I'm really enjoying my new slim self."

Marta Gonzales

Vibrant-Plate

Price: 320 euros. 3-year guarantee. Money refunded if you're not satisfied.

(10% discount if you order before October 30) One of the cheapest vibrator plates on the market. Guaranteed to be as strong as more expensive brands.

Order today using the attached form, and we will contact you within 24 hours to arrange a free delivery. Or: log on to our website for an order form: www.Vibrant-plate.com

For further technical information, call: 0800 295 0000 or e-mail: vibrant-plate@hotmail.com

GRAMMAR

1 Discuss the questions.

- 1 Is there an obesity problem in your country?
- 2 Many western countries have a problem with obesity. What are the factors in causing a population to become obese?

Are fad diets fuelling the obesity problem?

Leila Patterson reports from the Gastro 2009 conference in London

Fad diets are known to be a source of potential harm to the individual. ¹*As well as this / On the contrary*, they may be ultimately responsible for worsening the obesity issue, doctors warned today. If we are to avoid a hugely obese nation by 2050, the population needs to be made aware of the shortcomings of these fads. ²*Whereas / Moreover*, doctors claim, pathological eating disorders such as anorexia and bulimia are fuelled by ruthless promotion of unhealthy diets and foods, along with the obsession for size zero models on the catwalk.

Never before has there been such a proliferation of different regimes available, from the raw food diet to the Hollywood grapefruit diet. One of the most popular is still the Atkins diet. ³*although / even so* only 2 per cent of women believe that it is good for their health. The diet, which cuts out almost all carbohydrates, was first introduced by Robert Atkins in the 1970s but recently enjoyed a resurgence in popularity, selling millions of books worldwide. ⁴*On the other hand / Despite* the fact that these food fads are often based on a scientific theory, the nutritional content of the diets has rarely been tested because they are so complex.

Some doctors feel fad diets may have a restricted use: ⁵*while / because* they may be harmful in the long term, what they can do is provide a short-term 'fix', for example, quick weight loss for an imminent event, such as a wedding, arising from cutting out a whole food group from the diet. ⁶*However / Furthermore*, according to medical experts, any diet that severely restricts the intake of a particular food group should be avoided. ⁷*otherwise / as* the body needs a balance of all food groups to maintain optimum health. ⁸*Furthermore / In contrast*, dieters must be aware that they are almost bound to regain any kilos lost once they revert to their former eating habits. ⁹*Similarly / Consequently*, all fad diets that promise sustainable weight loss should be viewed with suspicion. The one thing that all experts agree on is that weight reduction can be maintained in the long term only by decreasing calorie intake and increasing physical exercise. ¹⁰*Nonetheless / Therefore*, people wishing to lose weight should seek out diets adhering to this principle which have been tried and tested by thousands of people around the world.

2a Read the article quickly. Does it mention any of the factors you discussed in Exercise 1?

2b Read the article again, more carefully. Find evidence to justify these statements.

- 1 The British people have a problem with obesity.
- 2 There may be one or two valid reasons for following a fad diet.
- 3 There's only really one effective way to lose weight.

3a Choose the correct linking words in the article.

3b Find examples of the following in the article, and then compare with a partner.

- 1 a passive in a simple tense
- 2 a passive infinitive
- 3 a sentence with a long subject that has been made passive
- 4 a sentence in the passive where known information has been brought to the beginning
- 5 an example of *be* + adjective + infinitive to express the future
- 6 an example of *be to* to express the future
- 7 an example of inversion
- 8 an example of a cleft sentence

4 Writers try not to repeat the same words too often in texts, so they find alternative words or paraphrases. Find the way the writer refers to these things in the texts.

- 1 problem (one more way)
- 2 diet (two more ways)
- 3 weight loss (three more ways)

VOCABULARY

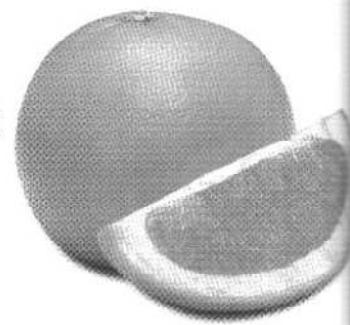
5a Complete the table with these words and phrases connected with medicine.

alternative medicine check-up flu virus
general practitioner (GP) heart attack operation
palliative care paramedic premature ageing
scan surgeon X-ray

| health professionals | health problems | ways of diagnosing | types of treatment |
|----------------------|-----------------|--------------------|--------------------|
| | | | |

5b Now write three or four sentences, each of which containing at least two of the words from the chart and make a link that will help you remember them.

After my last check-up, my GP sent me for a scan.



UNITS 4-6

6 Complete the sentences with a collocation or a compound adjective. Choose one word from Box A and one from Box B.

A

consumer cutting fashion high immune
life revolutionary

B

changes conscious edge expectancy
salt intake spending system

- 1 In most developed countries the average _____ is now around 80 or over.
- 2 One of the problems of being really stressed is that it can lower the efficiency of your _____.
- 3 As the pound has fallen so much against the euro, the _____ by British people in Europe has really decreased.
- 4 There were _____ in the village once the water pump had been installed.
- 5 Younger people tend to be more _____ than older people, and want to update their wardrobe every year.
- 6 The new car manufacturer is at the _____ of automotive technology.
- 7 Doctors blame a _____ as a major cause of heart and circulation problems.

KEY LANGUAGE

7a 2.8 Listen to three business people discussing their shop. Match the people with the opinions. Which person is most committed to the business?

- Ivan** a) thinks there's little point in keeping the business going any longer.
- Jaya** b) believes they should target the local market more closely.
- Patty** c) thinks the shop needs to go more downmarket in what it sells.

7b Complete the sentences with phrases from the box. Who do you think said each sentence? Listen again and check your answers.

Actually, I think I was wondering
One reason I favour this Suppose
The fact that The facts speak
While I accept You can see

- 1 _____ we started to stock much cheaper clothes ...?
- 2 _____ we're in a very affluent part of the country means we should focus on people with money.

- 3 _____ if we'd do better to go more upmarket.
- 4 _____ is that we know we can't compete on the fashion stuff ...
- 5 _____ for themselves, don't they?
- 6 _____ what I mean, can't you?
- 7 _____ your arguments, I can't help feeling there are other solutions.

LANGUAGE CHECK

8 There is a missing word or a mistake in word order in each of these sentences. Find and correct the mistake, then look at the pages to check your answers.

- 1 Alex had a heart attack when he was only 50, though even he had looked after his health. (page 40)
- 2 This medication is to not be taken internally. (page 43)
- 3 I was going order you that book from Amazon, but I completely forgot. (page 50)
- 4 What the board plans to do boost production by introducing faster machines. (page 53)
- 5 We could hardly hear anything in the classroom yesterday as a drill being used in the room next door. (page 60)
- 6 This is the third time I've had stolen my bike from outside the office! (page 63)
- 7 The children who arrived at the school were made go home because of the weather conditions. (page 63)

LOOK BACK

9 Find the exercises in Units 4-6 where you ...

- read about a successful health system (Unit 4)
- examine different ways of expressing the future (Unit 4)
- interpret information presented in a chart (Unit 4)
- listen to a programme about consumerism in Japan (Unit 5)
- look at ways of forming compound adjectives (Unit 5)
- learn how to manipulate word order for emphasis (Unit 5)
- do a quiz about your use of new technology (Unit 6)
- write a posting for a message board (Unit 6)
- simulate a radio debate (Unit 6)